

Appendix H: Competitive Questions Scoring Rubric

Competitive Question	Exceeds Criteria 9 points	Meets Criteria 8-6 points	Does Not Meet Criteria 0 points
One: Selection of Schools Describe how the LEA selected the eligible school(s) to participate in the Reading First Program, include: a) district's effort to inform eligible schools about its proposed Reading First Plan b) district's selection criteria and procedures, including how developed and by whom. c) district's final selection of schools in rank order, including a profile of selected schools with general evidence of instructional support for increasing student achievement in reading.	In addition to Meets Criteria , The teachers and administrators at each school site were involved in the preparation of the application and are prepared to implement the Reading First Program at their school. It is clear that each principal has the time and expertise to provide leadership and support to teachers of reading, or it is clear how each principal will work with a reading coach to provide this support to teachers.	Sites were informed about the program, and the K-3 teachers and principal at the sites agreed to participate in the program and the required activities. Each selected site has sufficient resources (time and expertise) to provide instructional leadership to support the reading program.	No description of how school sites were chosen is included, OR Sites were selected without the sites' agreement or consideration of their capacity to utilize the program.

Competitive Question	Exceeds Criteria 10 points	Meets Criteria 9-7 points	Does Not Meet Criteria 0 points
<p>Two: Implementation Monitoring Plan Describe how the LEA plans to support and monitor the full implementation of the State adopted K-3 reading/language arts instructional program.</p> <p>a) name the key personnel and their responsibilities regarding implementation of the plan at the district and school levels. Include the roles of the Reading First Leadership Team.</p> <p>b) describe how the LEA will support and monitor the progress of the implementation of the State adopted K-3 reading/language arts program at the school and classroom levels.</p>	<p>In addition to Meets Criteria,</p> <p>The plan describes a strong network of district and site personnel who will be responsible on a daily basis for ensuring that the State adopted K-3 reading/language arts instructional program is being implemented in a logical and consistent manner.</p> <p>The personnel identified clearly have sufficient oversight and authority within the district and/or the school site to make adjustments in the implementation of the program, if required.</p>	<p>The description of who will support the State adopted K-3 reading/language arts program's implementation and how it will be supported and monitored includes enough detail and appropriate assignment of personnel that it appears the LEA will know what to do, and who is doing it, as soon as the grant is awarded.</p> <p>The continued involvement of the Leadership Team is evident in that it has a real role in decisions effecting the implementation of the program.</p> <p>Sufficient detail is also provided to explain how the district will provide support and monitor program implementation at both the school site and classroom level.</p>	<p>The people or job classifications identified for supporting and monitoring implementation appear vague or inappropriate (i.e. include only school site personnel).</p> <p>Lists roles of Leadership Team that are superficial or appear to have limited to no role in decisions that affect program outcomes.</p> <p>Provides limited or no details on delivery of support and monitoring of the reading program.</p>

Competitive Question	Exceeds Criteria 10 points	Meets Criteria 9-7 points	Does Not Meet Criteria 0 points
<p>Three: Instructional Leadership Describe how the LEA and site administration will provide instructional leadership and content expertise to support the Reading First Plan at school sites.</p> <p>a) identify specific LEA and school-level personnel that will be responsible for providing instructional leadership and content expertise to support the teachers.</p> <p>b) include the expertise, proposed training and time commitment for each identified personnel.</p>	<p>In addition to Meets Criteria,</p> <p>The plan recognizes that improved reading instruction in not simply the function of increased professional development for teachers, but also leadership at the site level that provides the time and content expertise for collaborative problem solving and just-in-time solutions to meet student and teacher needs daily.</p> <p>The plan recognizes that it is the principal's job to provide this leadership and describes how the principal in combination with other instructional support personnel (e.g. reading coaches, content experts) will provide the needed support to teachers.</p>	<p>Specific LEA and school personnel are identified, and their expertise and/or proposed training and time commitment appear sufficient to ensure instructional leadership and content expertise at each school site.</p> <p>The principal has a role in providing instructional leadership and supporting the instruction of reading.</p>	<p>Describes with few details how the teachers will be supported at their school site.</p> <p>Describes no role or a limited role of the principal as instructional leader and provider of support of content expertise for teachers of reading.</p> <p>Lists inappropriate personnel or lists only job titles and does not adequately describe the expertise and time commitment of the person(s).</p>

Competitive Question	Exceeds Criteria 10 points	Meets Criteria 9-7 points	Does Not Meet Criteria 0 points
<p>Four: Three-Year Professional Development Plan Describe the LEA's Professional Development Plan for teachers, principals, and vice principals.</p> <p>a) describe the first year's plan for ensuring that teachers receive AB 466 professional development; and principals and vice principals receive AB 75 professional development (Module 1-Reading)</p> <p>b) describe the second and third year's plan to provide teachers with <u>advanced</u> training that builds upon the first year's AB 466 professional development and provides AB 466 professional development for teachers new to the school or grade level. Include the duration and delivery system for the professional development, as well as the curriculum and provider. If not yet determined, explain the process and criteria that will be used to select the duration, delivery system, curriculum and provider.</p> <p>c) describe the second and third year's plan to provide principals and vice principals with <u>advanced</u> training that builds upon the first year's AB 75 training and provides AB 75 training for new principals who have not yet received AB 75 professional development [Module 1-Reading] for</p>	<p>In addition to Meets Criteria,</p> <p>As in year one, the professional development in years two and three is ongoing throughout the school year and provides instruction for teachers and principals to improve daily delivery of reading instruction.</p> <p>Describes on-going professional development that builds capacity at each school in order to have instructional staff (e.g., one or more content experts or reading coaches) who can assist colleagues even after the grant period ends.</p>	<p>The description of how every K-3 teacher at participating school sites will be trained on the K-3 reading instruction program used by the LEA through the AB 466 program is included and appears workable.</p> <p>The description of how the LEA will provide access to professional development programs in reading under AB 466 for special education teachers, K-12, is included and appears workable.</p> <p>The description of how every principal and vice principal will be trained on the K-3 reading instruction program used by the LEA through the AB 75 program is included and appears workable.</p> <p>The Year Two and Three professional development programs build on the prior year's program and are described in sufficient detail (including delivery system and duration) that it is clear that the second and third year training will increase the teachers' and principals' expertise in reading instruction.</p>	<p>The plan does not provide for AB 466 training for the teachers or AB 75 training for the principals and vice principals.</p> <p>While the plan states that professional development will occur in years two and three, it does not describe how it will occur and/or omits sufficient detail to explain the duration, delivery system, curriculum and provider, or how they will be selected.</p>

<p>the State adopted instructional program used in the LEA. Include the duration and delivery system for the professional development, as well as the curriculum and provider. If not yet determined, explain the process and criteria that will be used to select the duration, delivery system, curriculum and provider.</p> <p>d) describe how the LEA will provide access to professional development programs for special education teachers, K-12.</p>			
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<p>Five: Three-Year Classroom Assessment Plan Describe the LEA's Three Year Classroom Assessment Plan for each grade level (K-3):</p> <p>a) name the classroom assessments the district has selected from the State Recommended List that will be available to teachers by grade level, for each key skill, under the header groups of (1) screening, diagnosis, monitoring progress, and (2) outcome (end-of year). A minimum of <u>one</u> assessment is required to measure the technical skills [<i>see attached State Recommended List</i>].</p> <p>b) identify which assessments will be required and when they will be administered.</p> <p>c) explain how teachers will be supported in using classroom assessment data to modify instruction and improve student achievement.</p>	<p>In addition to Meets Criteria,</p> <p>Evidence that the LEA worked with the schools to develop the three-year classroom assessment plan is included.</p> <p>Description includes how the selected assessments will be coordinated with existing LEA or school assessments.</p>	<p>The list of assessments to be used covers every technical skill to be measured and includes only assessments on the State Recommended List.</p> <p>Description includes when the assessments will be administered and identifies the relationship of its use to the State adopted reading program.</p> <p>Description includes how and when the teachers will be given training on use and provided time and expert assistance in analyzing the results of the assessments.</p> <p>Description includes how the results of the assessments will be used to direct or modify instruction for students, as well as identify school/grade level trends that need to be addressed.</p>	<p>Does not include the assessments that will be used, or only includes the list of assessments that will be used and does not explain how they will be used to improve instruction and student achievement.</p>

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<p>Six: First Year's Technical Assistance Plan Describe how the LEA will ensure that the necessary technical assistance is provided to the school sites so that the goals of the Reading First Program can be accomplished.</p> <p>a) identify the technical assistance the LEA will provide to its Reading First schools (e.g., coordination and supervision of resource personnel to assist schools; additional teacher support personnel –reading specialists or coaches; district program evaluator and/or assessment specialist; trainer on use of State Recommended List of Assessments; database management system to monitor progress and curriculum-based assessments)</p> <p>b) identify the technical assistance the LEA will rely on the State Technical Assistance Centers to assist with its Reading First Plan (e.g., district level training on support and monitoring systems to assure full implementation of the State adopted K-3 reading/language arts program; consultation with State adopted instructional program experts, assessment experts, and/or school-site leadership experts; training on use of State Recommended List of Assessments; acquisition of State provided unit assessments for State adopted instructional program; and advisement on its plans for</p>	<p>In addition to Meets Criteria,</p> <p>Includes evidence that the LEA surveyed the schools to determine, in part, what technical assistance services would be required.</p> <p>Includes evidence that the LEA realistically assessed its current ability to provide technical assistance services and built its technical assistance plan on utilizing its strengths and augmenting weak areas.</p>	<p>Clearly describes the technical assistance services that will be needed by the school site and identifies the source, (LEA or State Technical Assistance) that will provide each of these services.</p> <p>Outlines how the LEA will, over time, develop the capacity to provide the ongoing technical assistance to schools to support reading instruction.</p>	<p>Relies primarily on existing personnel with no additional training or time to provide technical assistance.</p> <p>Relies totally on State Technical Assistance with no plan for building capacity at the LEA or school level over the term of the grant.</p> <p>Only talks about needing technical assistance and does not articulate the discreet services that would constitute a LEA technical assistance plan.</p>

<p>implementation, assessment, professional development, and internal evaluation).</p> <p>c) Describe how the LEA will build its internal capacity to provide technical assistance to its Reading First schools and overtime rely less on State Technical Assistance Centers.</p>			
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Competitive Question	Exceeds Criteria 7 points	Meets Criteria 6-5 points	Does Not Meet Criteria 0 points
Seven: Current Impediments and Solutions for All Students Reading at Grade Level a) Describe current barriers that impede all students from reading at grade level. b) Describe how the LEA plans to alleviate these barriers.	In addition to Meets Criteria , Includes evidence that the LEA worked with the schools to determine current impediments and realistic solutions. Describes how the realistic solutions will be coordinated with other programs aimed at alleviating the same impediments.	Includes evidence that LEA has critically examined their current reading program and has determined specific problems that must be addressed to successfully instruct reading so that every child can read well by the end of third grade. Describes specific impediments, such as teacher turnover and student mobility, and provides realistic solutions to minimize the effect of these impediments.	Discussion is non-existent or based on generalizations and gives little or no evidence that an analysis was conducted.

Competitive Question	Exceeds Criteria 8 points	Meets Criteria 7-5 points	Does Not Meet Criteria 0 points
<p>Eight: Addressing Special Needs of K-3 Students Describe how the LEA plans to increase the likelihood of success for all K-3 and special education students currently reading below grade level for:</p> <p>a) English learners</p> <p>b) students with reading difficulties</p> <p>c) students at risk of referral to special education based on reading difficulties</p> <p>d) students deficient in the essential components of reading instruction</p>	<p>In addition to Meets Criteria,</p> <p>Includes evidence that the LEA worked with the schools to identify the subgroups and how the adopted reading instruction program should be used to meet their needs.</p> <p>Describes how the additional services, if required, will be coordinated with other programs that provide similar services.</p>	<p>Includes an analysis of subgroups in the LEA that will require particular attention to ensure that all students can read well by the end of third grade.</p> <p>Describes how the adopted reading instruction program will be used to meet the needs of the identified subgroups and how their progress will be monitored to ensure that any additional accommodation or services that may be required are provided in a timely fashion.</p>	<p>Discussion is non-existent or based on generalizations and gives little or no evidence that an analysis was conducted.</p>

Competitive Question	Exceeds Criteria 6 points	Meets Criteria 5-4 points	Does Not Meet Criteria 0 points
Nine: Promotion of Reading and Library Programs Describe how the LEA will promote reading and library programs that offer an expansion of reading materials for students in Reading First schools.	In addition to Meets Criteria , The Reading First program supports the library program at each site. Schools assisted in determining how reading and library programs at their site would be utilized to support the reading instruction program at each grade level.	Outside reading and library programs are utilized to support the reading instruction program.	While reading and library programs are mentioned, it is not clear how they will interface with the instructional program.

Competitive Question	Exceeds Criteria 7 points	Meets Criteria 6-5 points	Does Not Meet Criteria 0 points
<p>Ten: Three-Year Internal Program Evaluation Plan Explain how the LEA's 3-Year Internal Evaluation Plan addresses school level effectiveness in terms of implementing the State adopted reading/language program and improving student reading achievement. Plan needs to indicate what evidence the district will have annually to address the State's goal that significant numbers of student are reading at grade level by the end of the third year of subgrant funding. It is required that LEA have classroom level data on student achievement.</p> <p>The evaluation plan must include:</p> <ul style="list-style-type: none"> a) the outcome assessment measures for each grade level b) the data collection schedule c) subgroup analyses of data (data must be disaggregated by grade level, low income, major racial/ethnic groups, English learners, and special education) d) how program improvement decisions will be made based on the data e) who will be responsible for the reliability and validity of the program evaluation design, measurements, and analysis 	<p>In addition to Meets Criteria,</p> <p>The evaluation is coordinated with the evaluations of other programs so that effective practices and/or problems identified through the various evaluations can be shared, and cross-program analyses can be accomplished.</p>	<p>The three-year internal evaluation plan includes all the required elements and will be conducted by persons knowledgeable in evaluation methodologies.</p> <p>It is clear that information gathered through the evaluation will be available at regular predetermined intervals to both LEA and school level decision-makers.</p> <p>The LEA has a process to utilize the information gathered through the evaluation to make program improvements over the term of the program.</p>	<p>The evaluation plan is either absent or does not include all the requisite components.</p> <p>Description of the evaluation plan lacks specificity and/or the data collection proposed would not provide sound data to determine program effectiveness.</p>

Competitive Question	Exceeds Criteria 7 points	Meets Criteria 6-5 points	Does Not Meet Criteria 0 points
<p>Eleven: Leveraging Federal and State Funding Describe how LEA plans to leverage Reading First funding, Reading Excellence Act funding (if available in eligible selected schools), other Federal funds (e.g., Title I, No Child Left Behind), and State funded programs to maximize and extend fiscal resources to support the selected schools in improving reading for <u>all</u> students.</p> <p>a) Identify possible funds available to support each or specific selected schools in addition to Reading First subgrant funds.</p> <p>b) Explain how these funds will be used to maximize student achievement in reading.</p>	<p>In addition to Meets Criteria,</p> <p>Plan sufficiently describes initial coordination of programs and funding, and establishes a system by which personnel responsible for the various programs will meet regularly to ensure that decisions made in each of the programs is cost effective for all the programs and maximizes coordinated support for increased student achievement.</p>	<p>Describes clearly how other programs aimed at supporting K-3 instruction will be coordinated to support the goals of Reading First and the other programs.</p> <p>Identifies savings or increased service that will accrue from the coordination of these separate programs.</p>	<p>Exhibits little or no effort to coordinate programs or leverage funding to better serve the same populations, and does not explain why such coordination is not possible among existing programs.</p>

Competitive Question	Exceeds Criteria 9 points	Meets Criteria 8-6 points	Does Not Meet Criteria 0 points
<p>Twelve: Three-Year LEA Budget Proposal Provide a 3-Year Budget Proposal [projected on \$6,500 to \$8,000 per K-3 teacher in the eligible, selected school(s) each fiscal year]. Please note that additional justification is required if the budget exceeds the \$6,500 per teacher level.</p> <p>a) Identify proportion of Reading First grant funds to be designated annually for LEA instructional support services; and provide a brief rationale for the use of these funds</p> <p>b) Identify proportion of Reading First grant funds for selected school(s) by specifying the allocation and use of these funds by name of school [Note: If the use of these funds is the same for all schools, this needs to be noted and the breakdown by school is then not required.]</p>	<p>In addition to Meets Criteria,</p> <p>Indicates that schools assisted in developing the budget and schools' needs were addressed.</p> <p>Budget detail accounts for key plan component (professional development, assessment, content expertise, internal evaluation plan).</p>	<p>Proposed expenditures support the professional development, classroom assessment, instructional support staff, and internal evaluation activities described in the plan.</p> <p>Expenditures and unit costs appear reasonable considering scope of work.</p> <p>There are no proposed expenditures for disallowable uses.</p> <p>The budget clearly identifies expenditures that will occur at the LEA and school levels.</p> <p>Budget is internally consistent and properly computed.</p> <p>If the budget exceeds the Title I minimum and the \$6, 500 per K-3 teacher amount, additional explanation is provided that justifies the higher grant amount. (Note: If such justification is absent and the subgrant applicant is successful, the subgrant award will be lowered to the Title I minimum or the \$6,500 per K-3 teacher amount.)</p> <p>If the budget includes proposed expenditure for supplemental materials, the specific supplemental materials must be identified and the need for such materials explained.</p>	<p>It is not clear that the described program can be accomplished with the proposed budget, or that the proposed expenditures align to the activities proposed.</p> <p>Sufficient detail is not provided so that the budget can be understood.</p> <p>The budget is not internally consistent or properly computed.</p> <p>The budget proposes expenditures that are disallowable or the purchase of supplemental materials that are not justified.</p>

